

Fig. 2

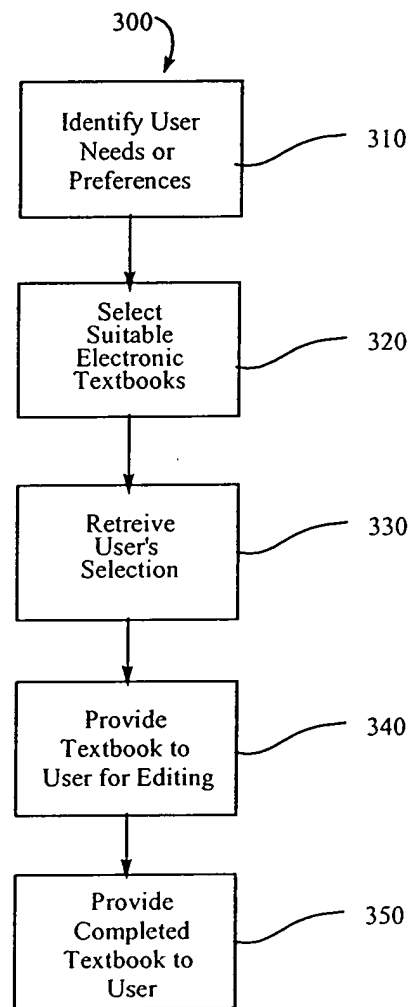


Fig. 3



FIG. 4

**THE** **NEW** **YORK** **PUBLIC** **LIBRARY**


**REGISTER NOW**

## TELL ME MORE

FIG. 5

**username**

password

 Go to Library

**SUBM**

FORM 10-2000

## Register

Please fill out the registration form below  
(Use the TAB key to jump between fields)

First Name	<input type="text"/>	Last Name	<input type="text"/>
	Password	<input type="text"/>	
	Reenter Password	<input type="text"/>	
	Email Address	<input type="text"/>	
	School Name	<input type="text"/>	
	School Address1	<input type="text"/>	
	School Address2	<input type="text"/>	
	City	<input type="text"/>	
State	<input type="text" value="Choose A State"/>	Zip	<input type="text"/>
	Department	<input type="text"/>	
	Principal/Head	<input type="text"/>	
	District	<input type="text"/>	
	Superintendent	<input type="text"/>	

REGISTER 

FIG. 6



## Scope of Course

Your answers to the following questions will determine the size of your book. You will decide the content later.

1. Approximately how many class sessions will you dedicate to your unit on the Civil War?

(type in number  
from 1 to 30)

At what grade level will you teach this unit?

2. ☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12 grade

On average, how many pages will you assign per class session?

3. ☐ 2 or less ☐ 3-5 ☐ 5-7 ☐ 7 or more

NEXT

FIG. 7

## Approach

The following section concerns how you approach Civil War history. Click on the button that most closely represents your interest in each approach. The further to the right you click, the more material reflecting that approach your book will contain. Click on description for fuller explanation of each approach.

**I would like my course to focus on:**

←	less	—	more	→	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Key figures of the period
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Political factors, such as parties and ideologies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Economic factors, such as capital, labor and technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cultural factors, such as population diversity or the arts

**NEXT** 

FIG. 8

FIG. 9



## Teaching Style

This section concerns your teaching style. Click on the button that most closely represents your interest in each type of illustration or special project. The further to the right you click, the more material reflecting your preference your book will contain.

### Illustrations

← less — more →

- |                       |                       |                       |                       |                       |                    |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Photographs        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Charts and Maps    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Editorial Cartoons |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Primary Documents  |

### Assignments

← less — more →

- |                       |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Class projects, such as developing a personal genealogy or building a diorama                        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Interpretive writing assignments, such as essay questions that reflect writing-across-the-curriculum |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Interpretive math problems, such as word problems that reflect math-across-the-curriculum            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Resources for students beyond the text and classroom   |

NEXT

FIG. 9





**TOOLBOX**  
**BUILD PROFILE**  
 You must build the  
 profile before  
 PREVIEW is allowed  
☐ Standards  
☐ Course Approach  
☐ Reading Style  
☐ Review Sequences  
**EDIT TOOLS**  
 Click buttons below  
 to edit content type

ORDER

The Civil War represents the greatest expression of moral outrage in the history of the United States of America. The issue of African-American slavery had never allowed the nation any sustained peace. The founders of the country could only craft a Constitution that compromised freedom, the most basic tenet of the American Revolution. The Constitution allowed new slaves to be brought to this country only for a few years more and then banned the slave trade, but it also increased the representation of slave-holding states in Congress by counting each slave as three-fifths of a person. Every few decades, the union threatened to dissolve over the slavery.

country would admit no new slave-holding state, but gave the states that did hold slaves a kind of protection against the federal government outlawing it. Laws passed soon after this compromise committed the citizen of free states to uphold the slave laws of their neighbors to the south.



Figure #. General Ulysses S. Grant, the commander of the Union forces.

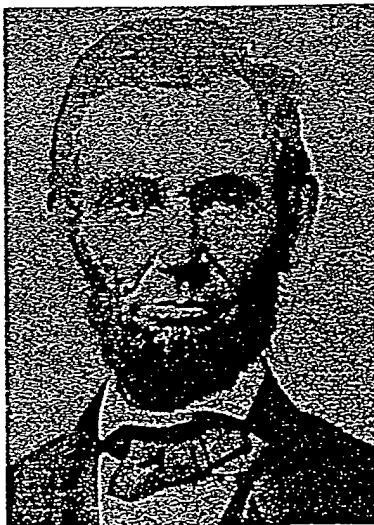


Figure #. President Abraham Lincoln near the end of his presidency.

These compromises, and dozens of smaller ones, never satisfied the people who lived in free states. They regarded slavery as degrading and immoral. They did not believe that they could support a nation that would permit slavery. Already most civilized countries in the world had outlawed slavery, but the government of the United States refused to abolish the practice here. From 1850 on, people across the Northern states became wildly vocal in opposing slavery. Frederick Douglass, an escaped slave, became one of the foremost

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... compromise of 1820  
saved the young republic by  
striking a balance of power in  
Congress between the slave-holding  
states of the South and the free  
states of the North. It admitted  
Missouri to the United States, and  
allowed slavery there, but only if  
Maine also joined the union as a  
free state. In 1850, Congress  
reached another compromise. This  
one allowed the people of a new  
state to determine whether or not to  
allow slavery. The made almost  
certain that the

speakers for the cause. William  
Lloyd Garrison, a former minister,  
published a magazine, *The  
Abolitionist*, that called for  
revolution if the government didn't  
act. For the first time in public life  
in this country, women's  
organizations took a strong stand  
on public

FIG. 12

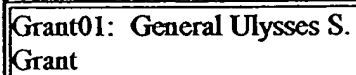
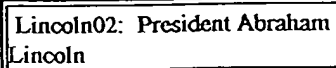
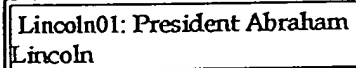


FIG 13

**TOOLBOX**

**BUILD PROFILE**  
 You must build the book profile before PREVIEW is allowed.  
☐ Standards  
☒ Course Approach  
☒ Teacher Style  
☒ Student Content

**EDIT TOOLS**  
 Click buttons below to edit content type

ORDER

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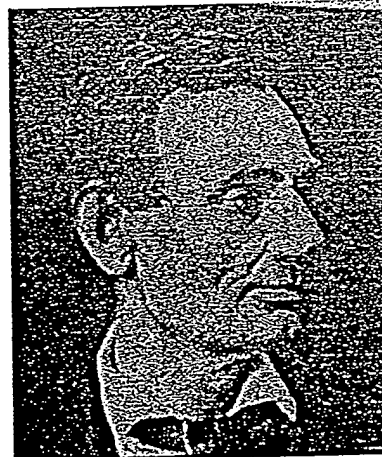


Figure #. President Abraham Lincoln at the beginning of his presidency.

The Compromise of 1820 saved the young republic by striking a balance of power in Congress between the slave-

These compromises, and dozens of smaller ones, never satisfied the people who lived in free states. They regarded slavery as degrading and immoral. They did not believe that they could support a nation that would permit slavery. Already most civilized countries in the world had outlawed slavery, but the government of the United States refused to abolish the practice here. From 1850 on, people across the Northern states

Fig. 14

**THE** **WORLD'S** **LARGEST** **BOOKSTORE**

became widely vocal in opposing slavery. Frederick Douglass, an escaped slave, became one of the foremost speakers for the cause. William Lloyd Garrison, a former minister, published a magazine, *The Abolitionist*, that called for revolution if the government didn't act. For the first time in public life in this country, women's organizations took a strong stand on public


FIG. 15

## Order

Would you like GOOSEWING to prepare test questions reflecting the individualized content of your book? There is a charge of \$25 for this service.

☐ Yes ☐ No

If you are satisfied with this version of your customized GOOSEWING book, fill out the following form, and GOOSEWING will begin the process of printing, binding and shipping your new course materials to your school. If not, click on "start over" to bring you back to the beginning of the questionnaire.

Title	Dr. 
First Name	
Last Name	
School Name	
Email Address	
Title of Course	
Title of Book	The Bloody Field: A History of the Civil War
Lookup Name for Book	
Number of copies	
Cost per copy	\$8.75
Order Charge	\$75.00
Tests	\$25.00
Total Cost	

ORDER ☒

FIG. 16